

INSTRUCTIONAL STRATEGIES BY LEARNING STYLES¹

Auditory

- Give assignments and directions orally
- Have students repeat instructions
- Allow students to sit away from visual distractions
- Speak clearly, distinctly, and use varied pitch
- Provide auditory clues when presenting material visually (verbs)
- Talk through large and small muscle motor movements
- Verbalize the organization of tasks and steps in problem solving
- Provide a rhythmic structure for motor and reading tasks – work to a beat or timing pattern
- Give questions and directions orally and have the student repeat them
- Let students answer questions orally
- Have students spell words orally to memorize them or trigger word recognition
- Teach a phonetic decoding system
- Play rhyming and blending word games
- Have students categorize and sequence words or ideas orally
- Encourage reading quietly to oneself with “silent reading”
- Encourage “mental” arithmetic with verbalization
- Make frequent use of tape records and recordings of different type, helpful to have student listen to the recorded instructions while reading along
- Let students dictate written work to another student or a tape recorder
- Have students write from dictation

¹ Florida's Bridges to Practice, “Instructional Techniques for Students with Learning Disabilities.”; Retrieved June 2002: <http://www.floridatechnet.org/bridges/>.

- Use auditory teaching methods such as speeches, lectures, debates, discussions, brainstorming, and interviews
- Use carbonless pressure-sensitive paper so that a student “buddy” can easily share notes or the teacher can provide the student with a copy of the notes or use a variable speech control tape recorder that can be played back at variable speeds without any loss of quality
- Use FM amplifications devices to isolate the voice of the instructor reducing outside distractions

Visual

- Provide the opportunity for written answers
- Use charts, flash cards, color-coding, and notes
- Give demonstrations and visual directions in pictures, graphics, or written form
- Play matching games with concrete objects, illustrations, and written symbols
- Use puzzles for teaching and reinforcing skills
- Use charts, graphs, maps, and visual aids to convey information
- Use a color-coding system to teach a sound-symbol relationship or relationship between ideas
- Draw lines around the configuration of printed words and structural word elements
- Have students search for words or ideas that have been taught in the printed context of books, magazines, and newspapers
- Print rules for students to use as a reference and have them memorize those that are important
- Encourage the use of the dictionary for word pronunciation clues and language development
- Provide lined paper for writing
- Teach math skills with number strips, dominoes, color-coded manipulatives, protractors, number lines, etc.

- Use such visuals as bulletin boards, posters, transparencies, slides, film/video, movies, etc.
- Have students read textbooks, articles, pamphlets, newspapers, letters, maps, magazines, etc.

Kinesthetic

- Use hand signals and gestures
- Use activities that involve expressing emotions, feelings, gestures, and movement
- Encourage hands-on activities such as games, experiments, physical activities, manipulatives, etc.
- Encourage writing, drawing, sculpture, pantomime, and creativity
- Use a variety of stimuli (color, lighting, sounds)
- Use manipulatives for all subject areas
- Use the Fernald method for mastering new vocabulary (look at the word while writing it; look, then write; write without looking; repeat the steps until mastery is complete)
- Teach students to make/draw dioramas, collages, mazes, pictographs, models, timelines, banners, graphs, etc
- Play rhyming and blending word games